

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-01-02-04-0006

Grade Range : 9-12

Name: Altmar-Parish-Williamstown High School

Principal: Ted Kawryga

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	165	138	160
Tenth	126	138	112
Eleventh	103	116	122
Twelfth	117	101	108
Ungraded Secondary	0	9	0
Total K-12 Enrollment	511	502	502

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.2%	3	0.6%	3	0.6%
Black (Not Hispanic)	1	0.2%	1	0.2%	2	0.4%
Hispanic	3	0.6%	3	0.6%	5	1.0%
White (Not Hispanic)	501	98.0%	495	98.6%	492	98.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	16	0	0
English Grade 10	0	0	33
Mathematics Grade 10	26	27	21
Science Grade 10	9	0	0
Social Studies Grade 10	0	0	33

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	132	25.8%	110	21.9%	110	21.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.7%		93.2%		93.8%
Student Suspensions	31	5.7%	56	11.0%	40	8.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	7.0%	8.4%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	95	39	41%	83	45	54%	98	51	52%
Students with Disabilities	20	0	0%	8	0	0%	4	0	0%
All Students	115	39	34%	91	45	49%	102	51	50%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	46	3	11	18	1
Percent	23%	45%	3%	11%	18%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	2	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			13		4	
	Entered GED Program*			0		1	
	Total Noncompleters			13		5	
Students with Disabilities	Dropped Out			4		6	
	Entered GED Program*			0		0	
	Total Noncompleters			4		6	
All Students	Dropped Out	23	4.5%	17	3.4%	10	2.0%
	Entered GED Program*	19	3.7%	0	0.0%	1	0.2%
	Total Noncompleters	42	8.2%	17	3.4%	11	2.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	5	60%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	110	114	118	8	8	10
Number Scoring 55–100	109	107	112	8	6	9
Number Scoring 65–100	97	93	105	3	5	7
Number Scoring 85–100	24	32	27	0	0	2
Percentage of Tested Scoring 55–100	99%	94%	95%	100%	75%	90%
Percentage of Tested Scoring 65–100	88%	82%	89%	38%	62%	70%
Percentage of Tested Scoring 85–100	22%	28%	23%	0%	0%	20%
Mathematics A						
Number Tested	0	11	114	0	0	13
Number Scoring 55–100	0	7	90	0	0	9
Number Scoring 65–100	0	4	67	0	0	6
Number Scoring 85–100	0	0	9	0	0	2
Percentage of Tested Scoring 55–100	0%	64%	79%	0%	0%	69%
Percentage of Tested Scoring 65–100	0%	36%	59%	0%	0%	46%
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	15%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	118	120	112	8	15	12
Number Scoring 55–100	112	114	95	7	13	7
Number Scoring 65–100	102	103	85	6	9	4
Number Scoring 85–100	25	22	26	0	0	1
Percentage of Tested Scoring 55–100	95%	95%	85%	88%	87%	58%
Percentage of Tested Scoring 65–100	86%	86%	76%	75%	60%	33%
Percentage of Tested Scoring 85–100	21%	18%	23%	0%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	99	122	115	11	12	10
Number Scoring 55–100	86	119	113	8	12	9
Number Scoring 65–100	77	109	109	6	11	9
Number Scoring 85–100	25	41	46	0	3	2
Percentage of Tested Scoring 55–100	87%	98%	98%	73%	100%	90%
Percentage of Tested Scoring 65–100	78%	89%	95%	55%	92%	90%
Percentage of Tested Scoring 85–100	25%	34%	40%	0%	25%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	101	130	91	11	7	4
Number Scoring 55–100	98	129	88	11	7	#
Number Scoring 65–100	90	124	80	6	7	#
Number Scoring 85–100	8	24	18	0	0	#
Percentage of Tested Scoring 55–100	97%	99%	97%	100%	100%	#
Percentage of Tested Scoring 65–100	89%	95%	88%	55%	100%	#
Percentage of Tested Scoring 85–100	8%	18%	20%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	115	92	100	7	12	5
Number Scoring 55–100	108	86	94	6	10	3
Number Scoring 65–100	93	74	81	3	6	1
Number Scoring 85–100	33	26	26	1	0	0
Percentage of Tested Scoring 55–100	94%	93%	94%	86%	83%	60%
Percentage of Tested Scoring 65–100	81%	80%	81%	43%	50%	20%
Percentage of Tested Scoring 85–100	29%	28%	26%	14%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	57		1	1
Number Scoring 55–100		33	51		#	#
Number Scoring 65–100		25	29		#	#
Number Scoring 85–100		1	1		#	#
Percentage of Tested Scoring 55–100		94%	89%		#	#
Percentage of Tested Scoring 65–100		71%	51%		#	#
Percentage of Tested Scoring 85–100		3%	2%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	35	36	30	1	0	0
Number Scoring 55–100	31	29	29	#	0	0
Number Scoring 65–100	28	25	25	#	0	0
Number Scoring 85–100	8	4	6	#	0	0
Percentage of Tested Scoring 55–100	89%	81%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	69%	83%	#	0%	0%
Percentage of Tested Scoring 85–100	23%	11%	20%	#	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	55	38	37	0	1	0
Number Scoring 55–100	55	31	34	0	#	0
Number Scoring 65–100	50	28	30	0	#	0
Number Scoring 85–100	24	5	11	0	#	0
Percentage of Tested Scoring 55–100	100%	82%	92%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	74%	81%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	13%	30%	0%	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	94	90	0	1	0	0
Number Scoring 55–100	72	76	0	#	0	0
Number Scoring 65–100	65	61	0	#	0	0
Number Scoring 85–100	17	15	0	#	0	0
Percentage of Tested Scoring 55–100	77%	84%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	69%	68%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	18%	17%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	36	68	42	0	0	0
Number Scoring 55–100	28	63	34	0	0	0
Number Scoring 65–100	26	60	31	0	0	0
Number Scoring 85–100	16	27	12	0	0	0
Percentage of Tested Scoring 55–100	78%	93%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	88%	74%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	40%	29%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	115	97%	0	0%	0	0%
Students with Disabilities	18	94%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	101	101	101	14	14	14	115	115	115
Number Scoring 55–64	6	6	7	1	0	2	7	6	9
Number Scoring 65–84	62	54	59	8	6	5	70	60	64
Number Scoring 85–100	26	34	20	0	3	0	26	37	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)